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ABSTRACT

The project's objectives included strengthening the research capability of Kentucky State University, a historically black institution, allowing faculty to participate in professional development workshops, and aiding public administration graduate students with data from which to write theses. Four hypotheses were tested: that public managers participating in in-house managerial training programs tend to: (1) acquire a higher level of public service values, managerial skills, awareness of public policy issues, and involvement with professional organizations for continuing public service education; (2) have a stronger professional identity as public managers; (3) have a strong commitment to public service occupational values; and (4) achieve a higher level of vertical and horizontal mobility in organizational structure. A total of 1,500 trained Kentucky public managers and a control group of 1,500 Kentucky public managers without such training were surveyed, with a response rate of 48.9%. Preliminary analysis of results reveal that respondents, mostly male and college-educated, agreed on the importance of college education, professional training, and continuing professional education activities. An overwhelming majority shared certain public service values, and most were sensitive to the political ecology of public administration and supportive of the Ombudsman role. (Author/MSE)

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"Managerial Training as a Correlate of Professional Development Among Public Managers in Kentucky State Government"

Abstract of the preliminary findings of a research project supported by the National Science Foundation at Kentucky State University
Grant Number: RII8704015

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

#2 ABSTRACT

The overall goals of the NSF-RIMI project included strengthening the research capability of the University, an historically black higher education institution; allowing faculty to participate in professional development workshops; and aiding public administration graduate students with data from which to write theses.

The objective of the research was to test four hypotheses:

H_1: The public managers who have participated in in-house managerial training programs tend to acquire a higher level of public service values, managerial skills, awareness of public policy issues, and involvement with professional organizations for continuing public service education.

H_2: The public managers who have participated in the in-house management training program tend to have a stronger professional identity as public managers.

H_3: The public managers who have participated in the in-house management training program tend to have a strong commitment to public service occupational values.

H_4: The public managers who have participated in in-house management training programs tend to achieve a higher level of vertical and horizontal mobility in organizational structure.

Survey research data was planned to be collected from 1,500 trained Kentucky public managers and a control group of 1,500 Kentucky public managers without such training. This sample of 3,000 Kentucky public managers was mailed a six page self-administered questionnaire in three waves. A response rate of 48.9% generated 1,467 usable questionnaires. The preliminary findings are summarized in Item 6 -- Results.

#3 INTRODUCTION

A number of state governments in the United States have established in-house training programs for their managers. Such training programs are intended to provide knowledge of public management, develop expertise in managerial skills, and promote public service values among these managers.

A 1985 survey carried out by the National Association of State Training and Development Directors has assembled a profile of Employee Training Programs in 36 states (National Association of State Training and Development Directors, 1985). Some training programs operate under specific state legislation or an executive order or administrative rule. A limited number of these programs are mandated by state agencies. In Kentucky, for instance, a three-part management training program in basic supervision offered by the Personnel Commonwealth Managers Training Program is mandated. In South Dakota, a basic supervision course is mandatory. In Tennessee, there is a mandatory requirement of 30 contact hours for every supervisor and manager. Many training agencies are planning further development of their programs. Alaska and Maryland are planning the development of a Certified Public Manager Program. California is planning a development program for Senior Career Managers. Kentucky established its Kentucky Career Manager Program in 1986.

It has been suggested that public administration training programs contribute to the professional growth and mobility of public administrators. There is need for re-

search into the relationships between the components of such training programs and the professional development of public managers. The Kentucky State University RIMI project indeed addressed this problem through empirical research in Kentucky State Government.

Included in Kentucky State's proposal to the National Science Foundation were a summary of the program, vitae of key personnel, research procedures, a proposed timetable, bibliography, literature review, budget, and various appendices. The program summary, research procedures, and other related information are contained in the abstract of this report.

A condensed list of relevant citations would include: Abney, 1982; Bremer, 1988; Childress, 1988; Grode, 1975; and Wright, 1977.

#4 BACKGROUND

Kentucky State University is an historically black, primarily undergraduate institution. The University continually seeks to improve its research capabilities in every area of study. The School of Public Affairs certainly helps lead Kentucky State in this direction. The University's close proximity to the hub of state government allows the School of Public Affairs to work closely with all state-run offices. This working relationship enables the University to remain cognizant of state government's needs. This RIMI project will benefit not only Kentucky State's research program, but state government training officials as well.

#5 DESCRIPTION

Kentucky State University's RIMI project dealt with state government officials in the state of Kentucky only. This was a study of public managers which would hopefully preface a nationwide study to be done at a later date by the same team of researchers. The project director and co-directors believed a nationwide sample was too extensive for this first survey.

The target population consists of public training administrators in the state of Kentucky, as well as other states' public training administrators who may be able to generalize the research findings to their respective state governments.

Staffing for the RIMI project included one project director (Manindra Mohapatra, Ph.D.), three co-directors (Drs. Bruce Rose, Don Woods, and John Bugbee), part-time secretarial assistance, and four NSF-sponsored graduate research assistants.

The total cost of this project for three years was $220,460.

#6 RESULTS

(I) The respondent state administrators included 69% males, 3.7% non-whites, 70% college degree recipients. Fifty-four percent had completed managerial training in the Governmental Services Center - a state agency in charge of training state employees. A majority of the respondent administrators agreed that effective

public managers should have college degrees in their specialty areas, have some education/ training in public administration and that they should be associated with professional organizations. About 40% of the respondents were members of professional organizations, read professional journals and participated in conferences. A much smaller percentage were actually involved in continuing professional education activities: such as agency sponsored training (30%), workshops in the state's training agency (20%), and pursuing college degree/ courses (5%).

(II) An overwhelming majority of the respondents shared certain public service values, that is, quality service to the public, equal employment opportunity and responsiveness to public opinion.

(III) A majority of the responding administrators were sensitive to the political ecology of public administration and were supportive of the ombudsman role (i.e., complaint-handling role) of the elected officials on behalf of their constituents.

7. CONCLUSIONS AND RECOMMENDATIONS

The Kentucky State University RIMI project is currently being evaluated by social science research peers throughout the country. This evaluation will not be complete until 1990. The program has been perceived internally to be a success, and plans are underway to create a similar national study.